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ABSTRACT

Knowledge objectives, skill and process objectives, and affective objectives are given for teaching K-12 social studies. Knowledge objectives are provided that help students to function rationally and humanely through a reservoir of data, ideas, concepts, generalizations, and theories in combination with thinking, valuing, and social participation. The skill and process objectives include intellectual skills, data processing, and human-relations competencies and provide students the means to achieve the knowledge objectives. Affective objectives refer to free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students, which can be practiced in the school and in social studies classrooms. This guide is arranged in three parts: elementary (grades K-6), junior high (7-9), and senior high (10-12). Sections of the guide are presented as charts with concepts for each grade level listed across from the objectives. A teacher can select an objective and then find the appropriate concept to teach in his grade level for achieving that objective. Although developed by the Minneapolis Public Schools, this guide is applicable to all teachers of K-12 social studies. (Author/ND)

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SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES K-12

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Special School District No. 1

**MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA**

An Equal Opportunity Employer

- Fall, 1975

Table of Contents

Goals of The Minneapolis Public Schools

Page 2

Rationale for Social Studies Education K-12*

Page 3

Definitions for Instructional Objectives*

Page 4

Instructional Objectives Levels K-6**

Pages 5 - 20

Instructional Objectives Levels 7-9**

Pages 21 - 50

Instructional Objectives Levels 10-12 **

Pages 51 - 70

Adapted from the Social Studies Curriculum Guidelines of the National Council
for the Social Studies 1971
Adapted from the Minnesota State Social Studies Assessment Task Force, 1974.

Goals of The Minneapolis Public Schools

Education is a continuing process in which the responsibility is shared by students, parents and guardians, schools, and society. This statement of goals of the educational program is designed to provide direction for educational planning and the development of specific goals.

The goals, while interrelated and describing a total educational program, are listed in three categories to illustrate major relationships between the student and the program. The goals are not listed in order of importance, since this will vary with the needs of individual students.

RELATION TO THE WORLD OF KNOWLEDGE

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student will be provided with opportunities to

Develop a desire for learning.

Develop competencies in reading, other communication skills, computational skills, and study skills.

Develop and apply generalizations that emerge from the study of single and/or interrelated disciplines.

Develop an inquiry or problem solving approach to learning.

Become aware of educational and career opportunities; develop habits, attitudes, and skills that contribute to occupational satisfaction.

RELATION TO THE WORLD OF SELF

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student will be provided with opportunities to

Develop positive feelings about self and the relationship to family and others.

Develop special talents and creative abilities.

Develop habits, attitudes and understandings necessary to maintain good physical and mental health.

Develop an appreciation of the aesthetic aspects of life.

Develop skills in making value judgments and in using these judgments in decision making.

RELATION TO SOCIETY

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student shall be provided with opportunities to

Develop the ability to live and work cooperatively with others of varying life styles, socio-economic backgrounds, ethnic/racial compositions, religious persuasions, and talents.

Acquire the understandings necessary to contribute to a better environment.

Develop the skills, knowledges, and attitudes necessary to assume a responsible role in our democratic society.

Understand the critical and evolving need for international cooperation.

Rationale

A BASIC RATIONALE FOR SOCIAL STUDIES EDUCATION

Social Studies education has a two-fold purpose: enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end. Although this dual purpose is shared with other curricular areas, it clearly directs the particular purposes and the guidelines for social studies education.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture, human dignity has long included ideas such as due process of law, social and economic justice, democratic decision-making, free speech, religious freedom, self-respect and group identity.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. They subsume both the logical and empirical modes. Rationality denotes a critical and questioning approach to knowledge, but also implies a need for discovering, proposing, and creating.

But without action, neither knowledge nor rational processes are of much consequence. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly and erratically but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

Knowledge Objectives K-12

Knowledge about the real world and knowledge about the worthiness of personal and social judgments are basic objectives of social studies instruction. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate human survival and progress, while at the same time demonstrating that the means of persuasion to this point of view are quite as important as the ends.

The broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

Skill and Process Objectives K-12

Skills and processes provide the means of achieving objectives, and those who are able and skillful reach their objectives efficiently. Included in the skill and processes concept are intellectual skills, data processing, and human relations competencies.

Skills and processes are not developed as a result of accumulating information, isolated drill sessions, or exhortations. Instead, these proficiencies are systematically planned for by curriculum workers and teachers. Equally important, however, is the recognition of skills as the critical bond between knowledge, valuing and social participation.

Affective Objectives K-12

Social studies education neither can nor should evade questions of value. Social studies education should avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of basic cultural values.

The school can help the students recognize that among people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can provide opportunities for free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students. Moreover, the school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms.

KNOWLEDGE OBJECTIVES

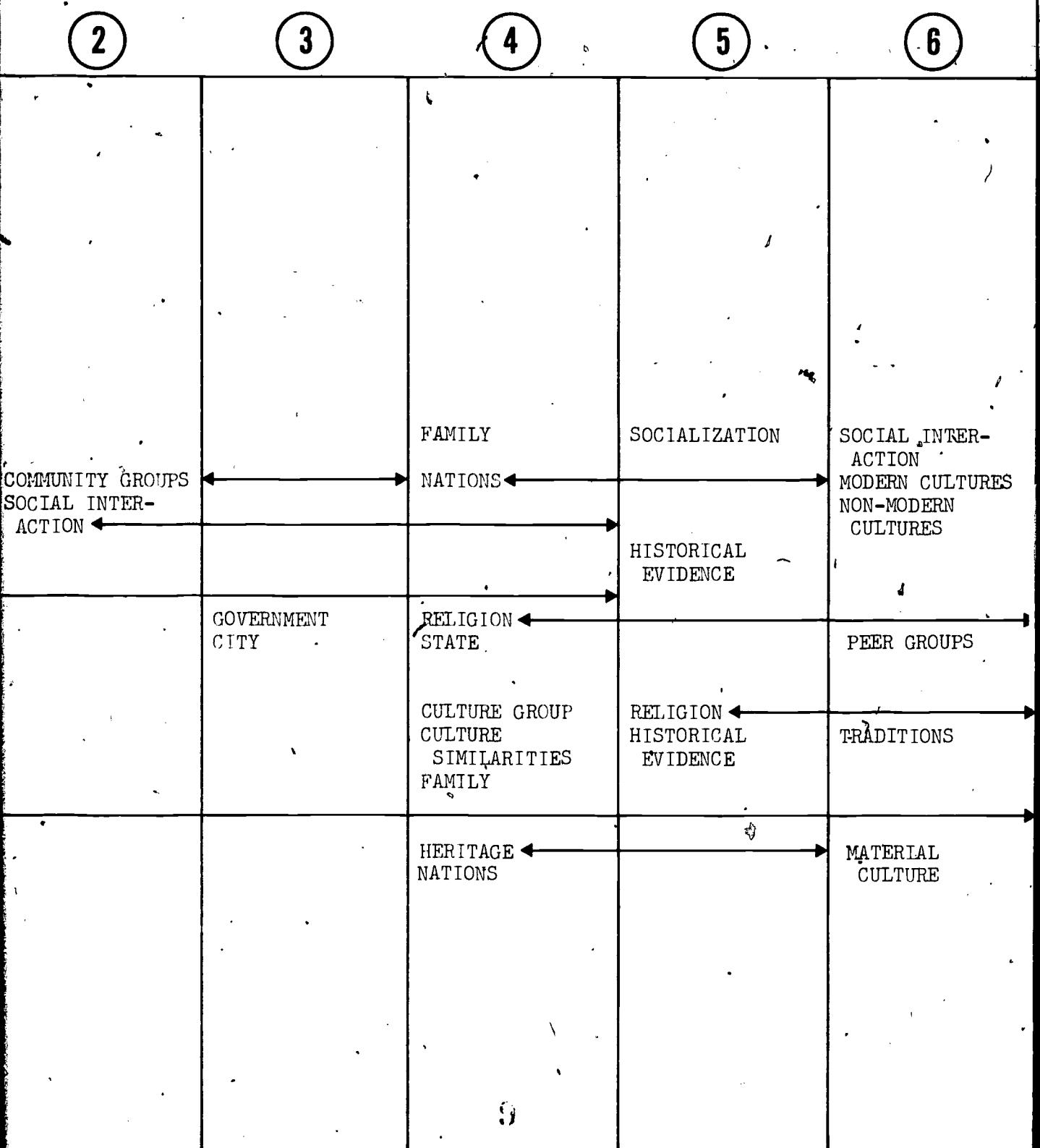
K-6

CONCEPTS

K

1

	<p>I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and date.</p>	
A. Acquires knowledge about social organizations.		
<p>1. Identifies some groups that human beings form (e.g., family, peer, community, national and international) and indicates some reasons why these groups form.</p> <p>2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).</p>	<p>FAMILY GROUP</p> <p>GROUP NEIGHBORHOOD VALUES</p>	<p>FAMILY VARIATIONS</p> <p>PEER GROUP</p> <p>CULTURE GROUP</p> <p>WORK GROUPS IN VARIOUS SOCIETIES</p> <p>CAREERS VALUES</p>



KNOWLEDGE OBJECTIVES

K-6

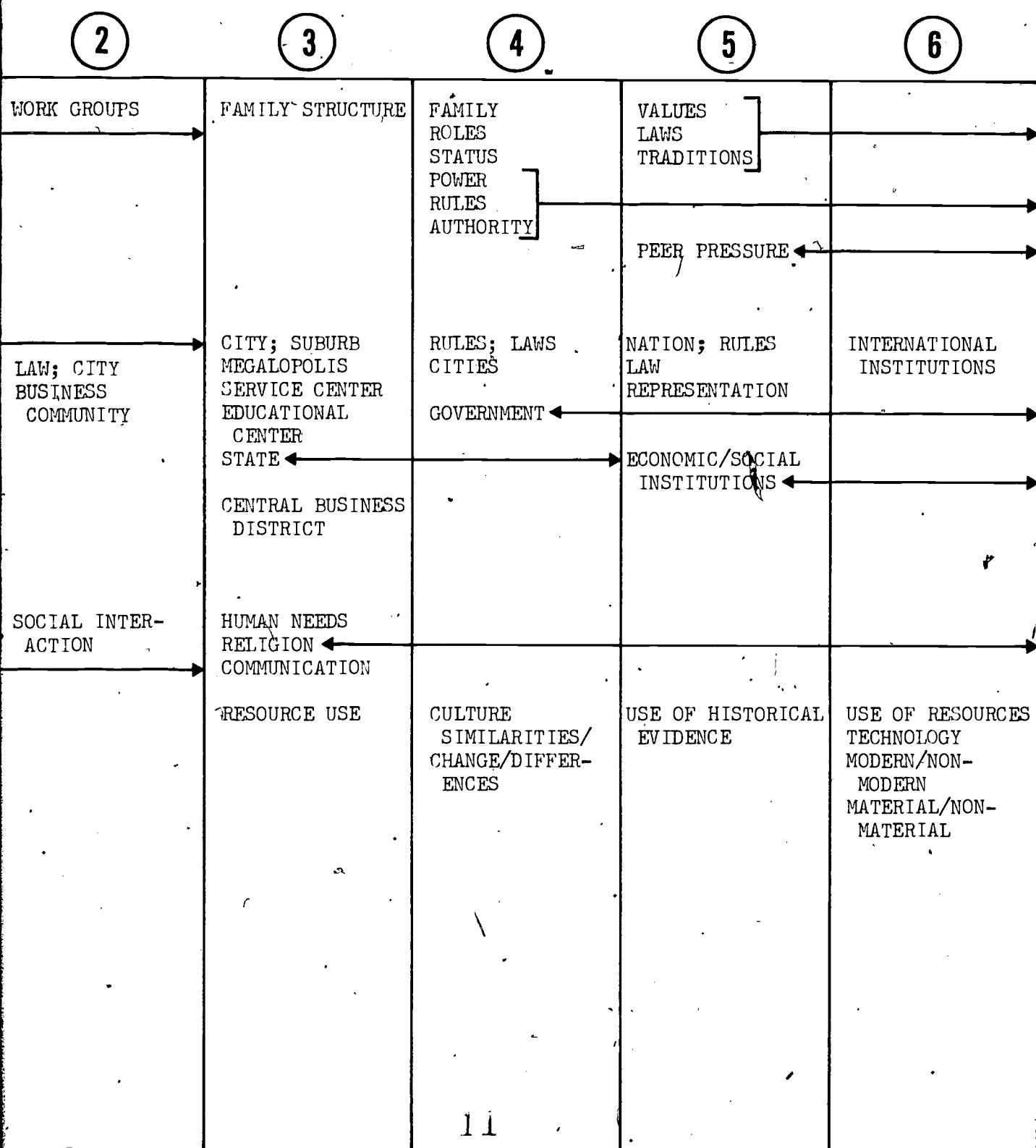
CONCEPTS

continued

K

1

<p>3. Describes some of the functions of family and peer groups in our society.</p>	<p>FAMILY GROUP</p>	<p>FAMILY LIFE COMMUNITY</p>
<p>4. Gives examples of some basic institutions in the community (e.g., educational-schools, legal-law enforcement agencies, financial-banks, health care-hospitals, business-stores and factories) and describes some of the functions of the institutions.</p>	<p>SCHOOL GROUP RULES</p>	
<p>5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes these "cultural universals" in different forms in different cultures.</p>	<p>NEEDS/WANTS FOOD; SHELTER PROTECTION EDUCATION; SELF FAMILY; GROUP</p>	
<p>B. Acquires knowledge about the relationships between human beings and social environments, understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.</p>		



KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

K

1

continued

- Identifies some influences family and peer groups have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions such as education).
- Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.
- Identifies ideas and inventions that have changed the ways people live (including one's own life) and describes these changes.
- Describes some ways, ideas, customs, and inventions that have been transmitted and spread from one people to another.

SELF; FAMILY
GROUP; SCHOOL
RULES; VALUES

PEER INTERACTION
LANGUAGE ←

LEADER
CHANGE

TOOLS

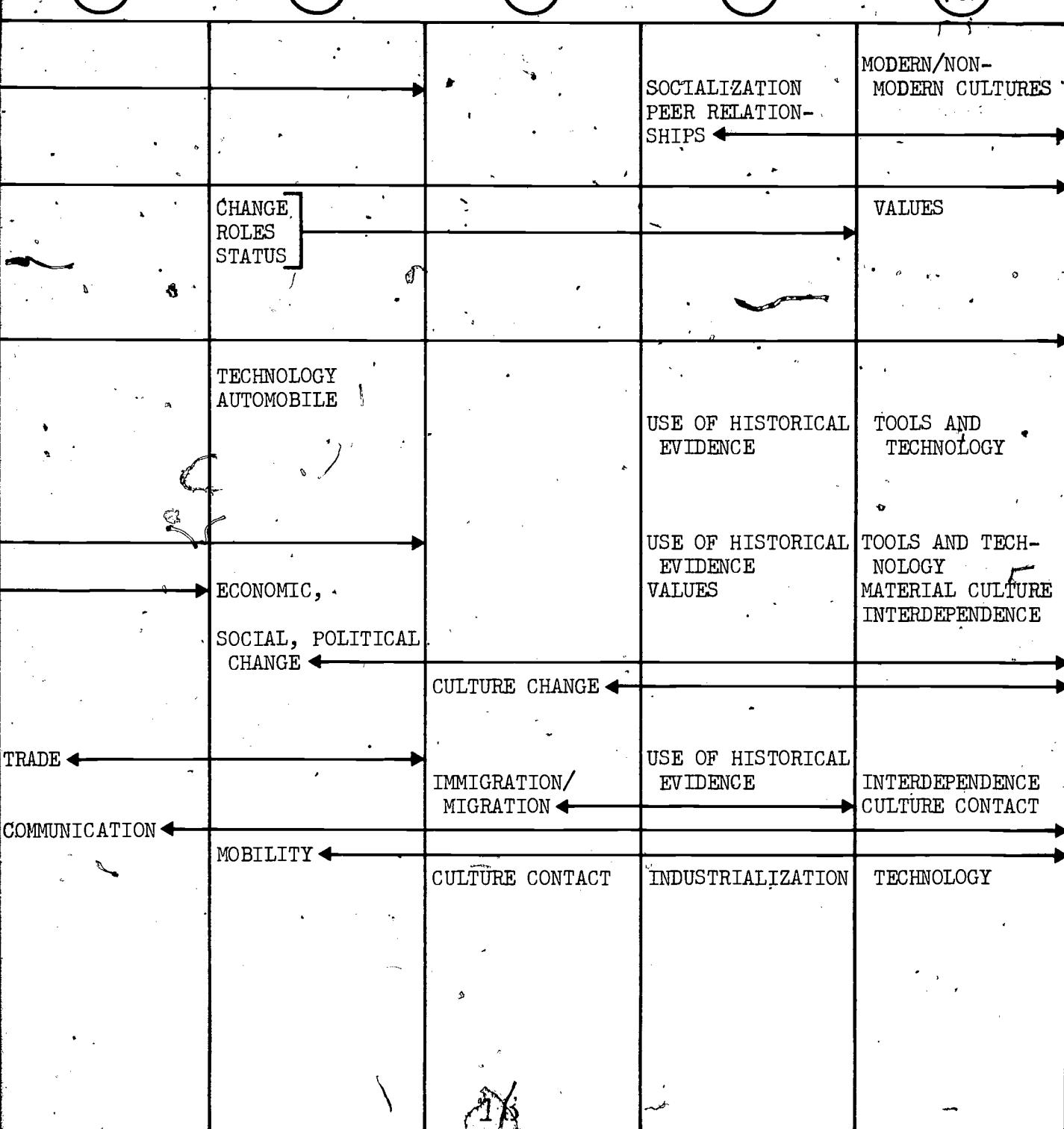
GROUP

TIME ←

CHANGE ←

LANGUAGE ←

INTERACTION



KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

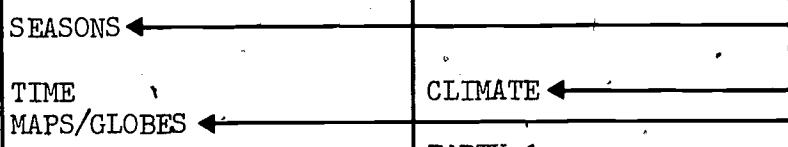
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K

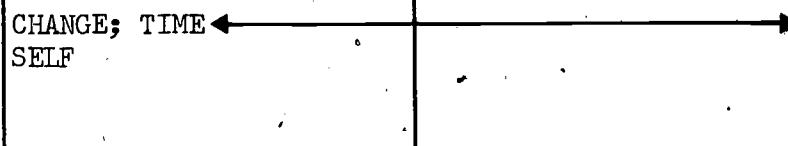
1

C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

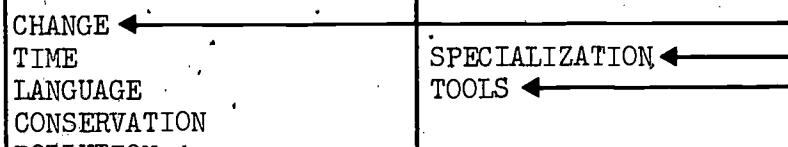
1. Identifies the major features of the physical environment.

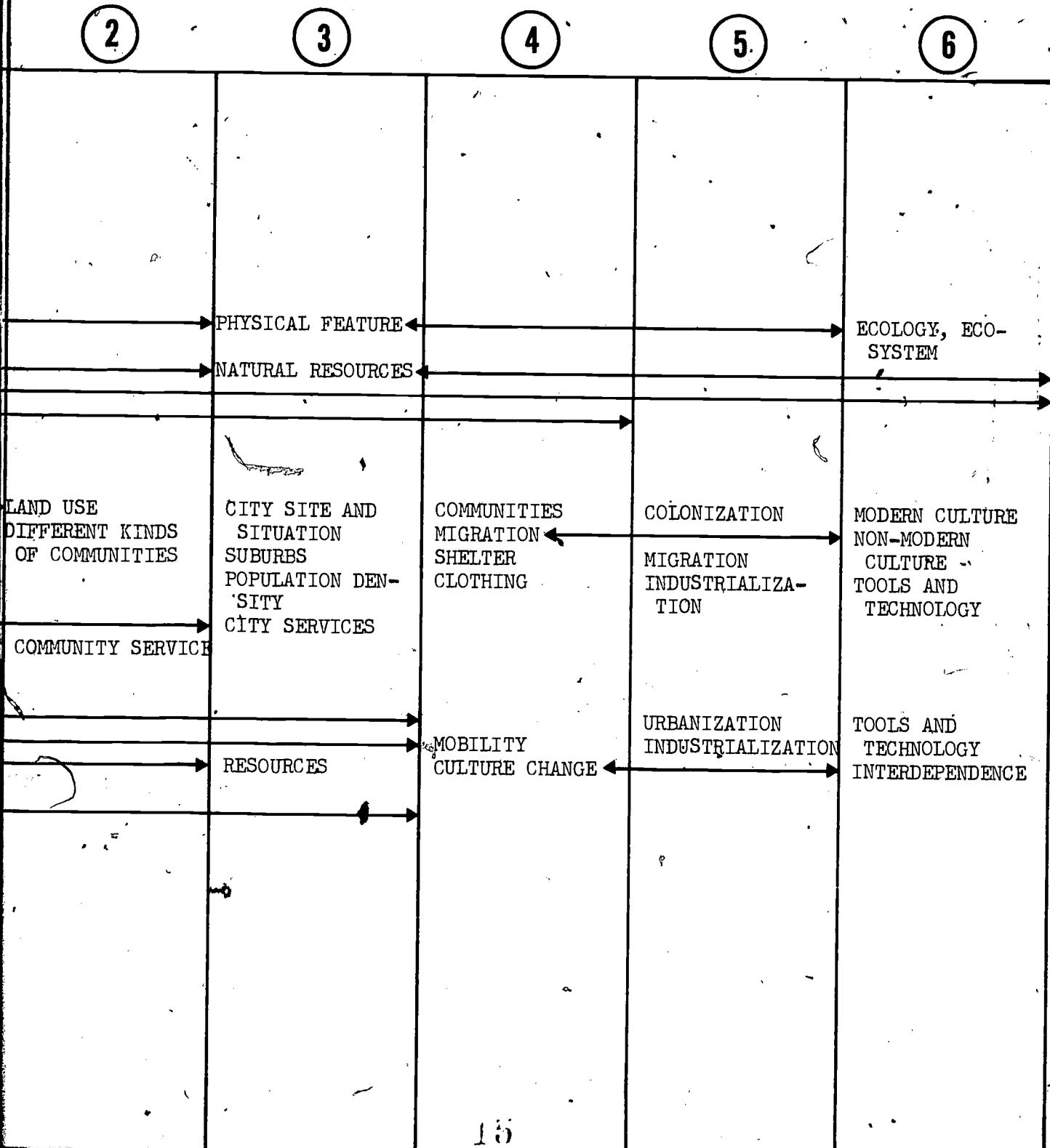


2. Describes some ways human beings have adapted to or modified their physical environment and identifies some reasons for these changes.



3. Identifies some positive and negative influences of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.





KNOWLEDGE OBJECTIVES

K-6

CONCERTS

continued

K

1

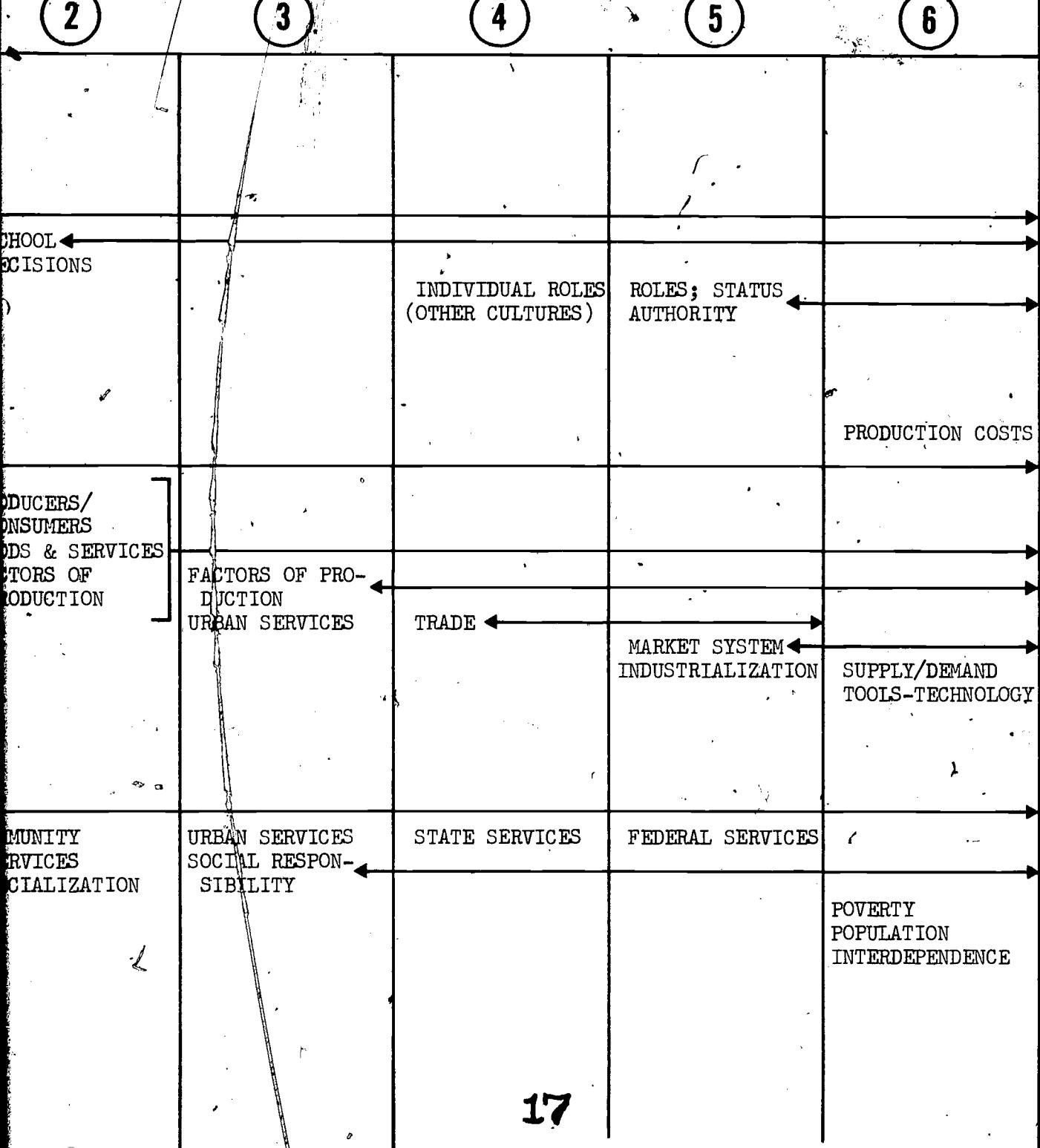
D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these decisions; describes how these decisions have affected individual behavior.
2. Identifies decisions made about the production and distribution of goods in a community and suggests some reasons for these decisions.
3. Identifies some decisions made about services in the community (e.g., protection, health care, transportation) and identifies some reasons for these decisions.

SELF; GROUP
CHANGE; RULES
PEER/FAMILY
DECISIONS

WANTS/NEEDS
WORK

NEEDS/WANTS
CHANGE
WORK



KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

continued

K

1

4. Identifies some influences on consumer decisions (e.g., geographic location, life style, advertising, level of income and peer pressure).
5. Demonstrates knowledge of the reasons for rules and laws within a society.
6. Describes some of the reasons why people form governments.
7. Identifies the structure and function of government within their school and community.
8. Identifies ways in which individuals or groups can support or affect changes in decisions that have been made.

SELF; PEER GROUP
FAMILY; CHANGE
MEDIA

GROUPS'
SAFETY

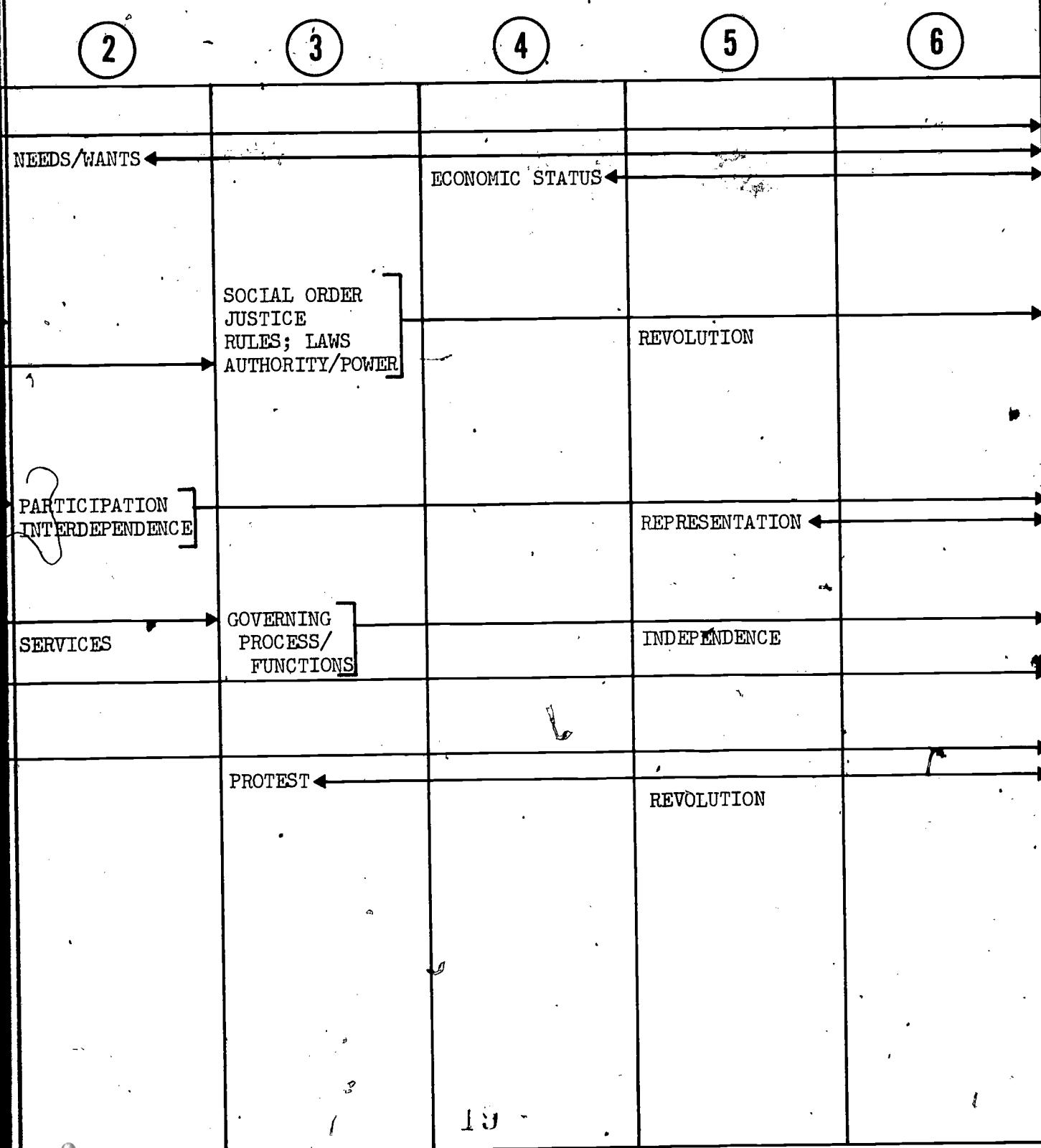
FAIRNESS
ORDER
HARMONY

SOCIAL INTEREST
SAFETY

RULES; SCHOOL

LEADERSHIP

PARTICIPATION



KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

continued

K

1

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Gives examples of conflict that can occur within and between families and peer groups and identifies some of the reasons for such conflict.

COMMUNICATION
CHANGE
SELF
VALUES
RULES

2. Describes some ways people react to conflict in family and peer groups.

CHANGE ←

3. Explains how conflict may effect relationships between individuals and between groups of people.

CHANGE ←

4. Suggests constructive ways of handling conflict situations in family and peer groups.

CHANGE
COMPROMISE
COMMUNICATION

F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.

2	3	4	5	6
	ROLES	ROLES CULTURAL DIFFERENCES STATUS		7
	MOBILITY	MOBILITY ISOLATION/ INTERDEPENDENCE RESISTANCE	REVOLUTION WAR	
		INTEGRATION		

KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

continued

K

1

1. Identifies objects, feelings and ideas important to people in different places and at different times.

VALUES
TRADITIONS

2. Describes ways people express their feelings and preferences for objects and ideas.

LIFE STYLES
ECONOMIC CHOICES
SPECIAL CELEBRATIONS

G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

EDUCATION ←
SELF
FAMILY
GROUP
COMMUNICATION

1. Describes ways beliefs and values are transmitted in own family and peer groups.

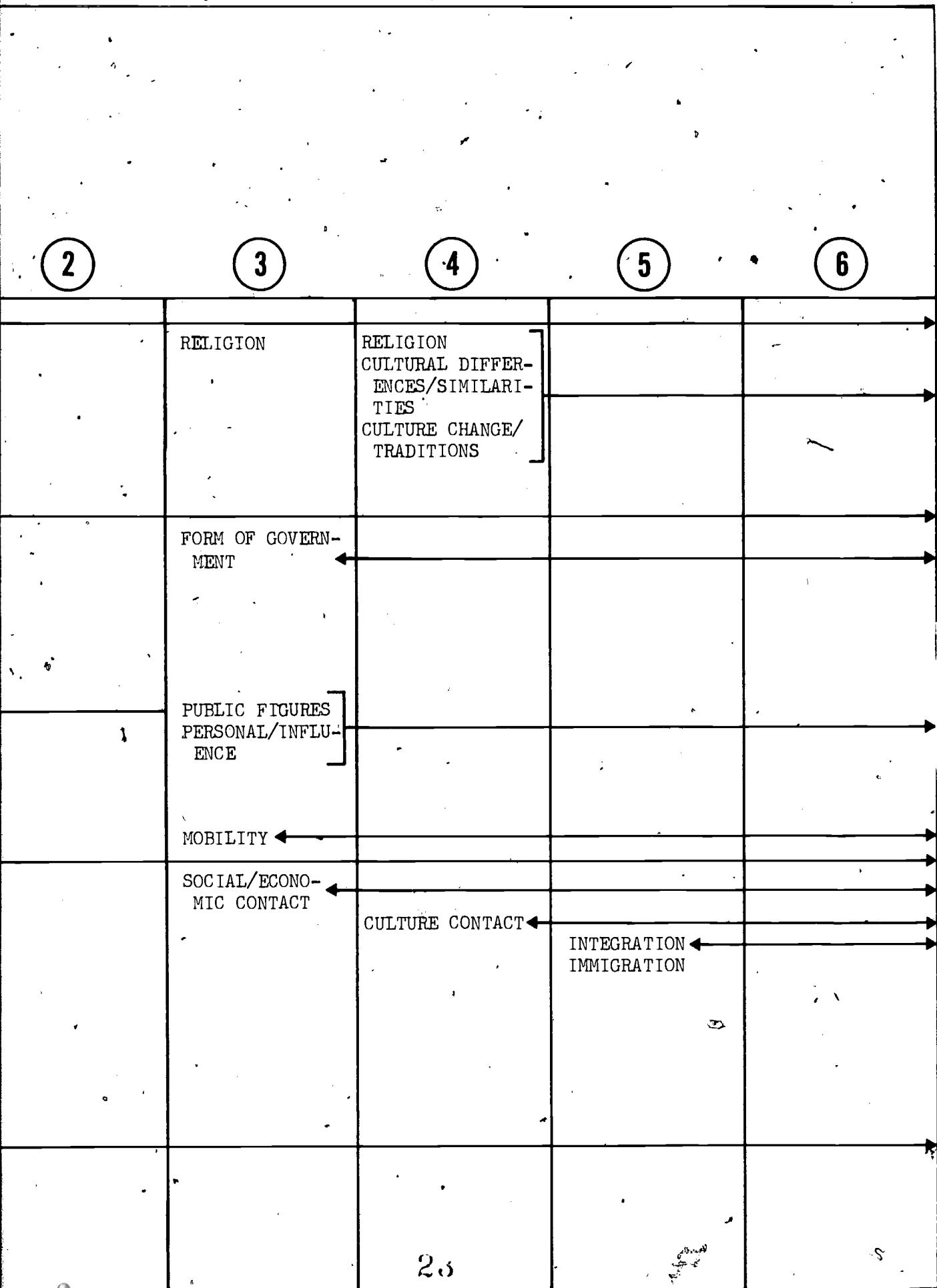
COMMUNICATION ←

2. Describes ways beliefs and values are transmitted between people in another culture

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

SEX ROLES/ATTITUDES
RACIAL ATTITUDES
GROUP MEMBERSHIP/
PREFERENCE

1. Gives examples of ways a family or peer group's beliefs and values influence one's relationship with other people.



SKILL AND PROCESS OBJECTIVES

K-6

K 1 2 3 4 5 6

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information (e.g., authorities or Resource people, books on subject, encyclopedias, maps, globes, pictures, television, radio, personal experiences, fiction, artistic representations).

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.

2. Develops questions appropriate for obtaining information from sources.

3. Records observations and information obtained from sources.

SKILL AND PROCESS OBJECTIVES

K-6

continued

K

1 2 3 4 5 6

E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

1. Identifies central elements in information.
2. Classifies information.
3. Distinguishes statements of fact from statements of opinion.
4. Recognizes simple logical errors.
5. Differentiates between points of view.
6. Recognizes inadequacies or omissions in information.
7. Makes inferences.

F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validates outcome of investigation.

1. Tests solutions to problem or issue when possible.
2. Modifies solutions in light of new factors or considerations.

H. Appraises judgments and values that are involved in the choice of a course of action.

SKILL AND PROCESS OBJECTIVES

K-6

continued

K

1

2

3

4

5

6

1. Identifies criteria for judging the projected or actual outcomes of a course of action									
2. Applies established criteria to projected or actual consequences of a proposed course of action.									

- 1. Identifies criteria for judging the projected or actual outcomes of a course of action
- 2. Applies established criteria to projected or actual consequences of a proposed course of action.

AFFECTIVE OBJECTIVES

K-6

K

1

2

3

4

5

6

Has a positive self-concept, examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills that enable one to act in the interest of self and others.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies a range of individual (personal) characteristics.
2. Identifies the characteristics of the groups, institutions or associations with which one identifies.
3. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. Expresses awareness of one's goals (aspiration) the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.
2. Identifies some of the goals of the groups, institutions or associations with which one identifies.

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.

AFFECTIVE OBJECTIVES

K-6

continued



1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies.
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.
- D. Examines own beliefs and values and the relationship between these and behavior.
 1. Describes own feelings and preferences about people, beliefs and ways of life.
 2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.
 3. Demonstrates a growing awareness of responsibility for his own behavior.
 4. Demonstrates awareness of one's own acts and how these affect others.
 5. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of this response to self and others.
 6. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer group.

AFFECTIVE OBJECTIVES

K-6

continued

10

- 1
- 2
- 3
- 4
- 5
- 6

7. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.

E. Develops the human relations skills necessary to communicate and interact with others.

1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.

2. Respects the rights of others to behave in humanistic ways congruent with their value systems.

3. Encourage others to express their feelings and opinions.

4. Demonstrates understanding of others' viewpoints and feelings.

5. Asks for clarifications and elaboration of ideas of others.

- 6. Provides emotional and intellectual support for others.

F. States that every individual values personal and social growth and expresses awareness of ways the physical, intellectual and social conditions of human beings can be improved.

AFFECTIVE OBJECTIVES

K-6

continued

K 1 2 3 4 5 6

1. Expresses an interest in the physical, intellectual and social conditions of human beings.

2. Suggests ways one can personally and practically help in improving the conditions of other beings.

G. Expresses a commitment to the importance of the rights of individuals and groups and to the importance of access to the opportunity to maximize personal and social development.

1. Demonstrates respect for the rights of other people and indicates why such respect is important.

2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.

H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school and in peer groups.

2. Participates in setting, planning and achieving the goals of the groups to which one belongs.

3. Participates in social and economic activities carried on in own community.

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 7

7

- I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).
3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

*POLITICAL GROUPS
CULTURE REGIONS
CULTURAL BOUNDARIES*

CUSTOMS *UNIFORMITY*
TRADITIONS *ETHNICITY*
TRAITS

*TRADITIONS
CUSTOMS
TIME/DISTANCE
DIFFUSION*

*FAMILY
RELIGION
GOVERNMENT*

RELIGION
SOCIAL ORGANIZATION
FAMILIES
POLITICAL ORGANIZATIONS

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

7

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

URBAN/RURAL COREZONES
REGION
TRANSITIONAL ZONE

B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).

CUSTOMS
CULTURE
TRAITS
DIFFUSION
TRADITION
SOCIALIZATION
INTERDEPENDENCE
ETHNICITY

2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.

CHRONOLOGY
CULTURAL CHANGE/

3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.

INDUSTRIALIZATION
URBANIZATION
DEVELOPED/UNDER-DEVELOPED
TRADITION
MODERNIZATION
INTERDEPENDENCE

4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.

DIFFUSION
COMMUNICATION/TRANSPORTATION

5. Describes some factors that might promote or inhibit change.

CULTURAL BARRIERS; PHYSICAL BARRIERS; TIME/DISTANCE; UNDER-DEVELOPED: SPATIAL LOCATION

6. Describes some effects of population density and growth on the way people live.

URBANIZATION; SOCIO-ECONOMIC SYSTEMS; TERRITORY

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

7

continued

7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.

MODERNIZATION/URBANIZATION
AGRICULTURE/COMMERCIAL
SUBSISTENCE FARMING

8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.

CULTURE TRAITS
CUSTOMS
DIFFUSION
INTERDEPENDENCE

C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.

1. Identifies the major features of the physical environment.

PHYSICAL BARRIERS; NATURAL SETTING; SPATIAL LOCATION; NATURAL RESOURCES; CLIMATE; REGIONS

2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.

URBANIZATION
DEVELOPED/UNDER-DEVELOPED REGIONS
INDUSTRIALIZATION

3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

URBANIZATION
INDUSTRIALIZATION
STANDARD OF LIVING
POPULATION

4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.

ECONOMIC SYSTEM
MARKET SYSTEM
DEVELOPED/UNDERDEVELOPED NATIONS

D. Acquires knowledge about decision-making processes.

SOCIALIZATION

3.5

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

7

decisions; describes how these decisions have affected individual behavior.

2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state and national situations and suggests some reasons for these decisions.
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.
5. Demonstrates knowledge of the reasons for rules and laws within a society.
6. Describes some of the reasons why people form governments.
7. Identifies the structure and function of government within their school and community.
8. Explains the formal and informal relationships among the branches of the federal government.
9. Identifies the relationships among local, state and national governments in terms of decision-making.

*ECONOMIC SYSTEM
STANDARD OF LIVING
MARKET SYSTEM*

*URBANIZATION/INDUSTRIALIZATION
TRANSPORTATION
LAWS/AUTHORITY
STANDARD OF LIVING*

*LAWS/AUTHORITY
EVIDENCE
RIGHTS/RESPONSIBILITIES*

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

7

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.

11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.

12. Identifies and explains factors affecting political decision-making by elected officials.

13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.

14. Identifies and explains some of the political and economic interactions among nations.

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.

2. Describes ways people react to conflict in family, peer, school, community and national situations.

EDUCATION

EDUCATION

COMMUNICATION/TRANSPORTATION

ENVIRONMENT

PHYSICAL FEATURES

NATURAL/HUMAN RESOURCES

ECONOMIC SYSTEM

TRADE

COMMUNICATION

DIFFUSION

TRANSPORTATION

CUSTOMS

CHANGE

TRAITS

SPACE

TRADITIONS

CHANGE

CULTURAL ISOLATION

DIFFUSION

INTERDEPENDENCE

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

7

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.

4. Explains how conflict may affect relationships between individuals and between groups of people.

5. Suggests constructive ways of handling conflict situations.

F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.

1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.

2. Describes ways people express their feelings and preferences for objects and ideas.

3. Infers beliefs, values, and life-styles from information about the times and places in which people live.

G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.

CHANGE
CULTURAL ISOLATION

DIFFUSION
INTERDEPENDENCE

CUSTOMS
TRADITIONS
CULTURE TRAITS

BELIEFS
CHANGE
TIME

CULTURAL EXPRESSIONS
(Art, Music, Literature)

CULTURE BARRIERS
DIFFUSION

RELATIVITY
INTERDEPENDENCE

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

7

2. Describes ways beliefs and values are transmitted between cultures.

DIFFUSION
INTERDEPENDENCE

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.

CULTURAL TRAITS
ETHNICITY

CUSTOMS
TRADITIONS

2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.

CONFFLICT
CUSTOMS
TRADITIONS
CULTURAL ISOLATION

DIFFUSION
INTERDEPENDENCE
MODERNIZATION

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

CUSTOMS
TRADITIONS
TRAITS
BELIEFS

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

8

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.

NATION
GOVERNMENT
COMMUNITY

2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).

CULTURE
ETHNOCENTRISM
RADICAL
MODERATE

CONSERVATIVE
REACTIONARY
BELIEFS

3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.

SECURITY
PROTECTION/DEFENSE
FREEDOM
EQUALITY

RIGHTS
IDENTITY
EDUCATION
CHANGE

4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.

TRADITIONS
RIGHTS
FREEDOM
EQUALITY
LAW/ORDER

JUSTICE
BELIEFS/IDEALS
GENERAL WELFARE
UNIONS

5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

ETHNIC GROUPS
BELIEFS

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

continued

8

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

URBAN/RURAL
URBANIZATION
SUBURB

NATION
TIME
CHANGE

B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).

COMPROMISE
COMMUNITY
RESPONSIBILITY
CONFORMITY/DIVERSITY
OBLIGATIONS

FREEDOM
ETHNOCENTRISM
IMMIGRATION
DIFFUSION
CULTURAL ISOLATION

2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.

EXPANSION
CHANGE
INVENTION
DISCOVERY

REVOLUTION
TECHNOLOGY
CHRONOLOGY

3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.

MIGRATION
IMMIGRATION
TECHNOLOGY
REVOLUTION

DISCOVERY
CHANGE
TIME

4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.

MIGRATION; IMMIGRATION; EXPANSION; REVOLUTION;
URBANIZATION; COMMUNICATION; TRANSPORTATION

5. Describes some factors that might promote or inhibit change.

MAJORITY/MINORITY; TRADITION; ETHNOCENTRISM;
ENVIRONMENT; AUTHORITY; POWER; INSTITUTIONS

6. Describes some effects of population density and growth on the way people live.

URBANIZATION; CONFLICT; CAUSE/EFFECT; WORK;
DENSITY; INDUSTRIALIZATION

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

8

continued

7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.

GOODS AND SERVICES
MARKET
CAPITAL RESOURCES

ENVIRONMENT
INSTITUTIONS
CONSERVATION

8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.

MAJORITY
MINORITY
MIGRATION

CONFLICT
CHANGE
DIVERSITY

C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.

NATURAL RESOURCES
ENVIRONMENT

PHYSICAL FEATURES
POLITICAL BOUNDARIES

1. Identifies the major features of the physical environment.

2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.

NATURAL RESOURCES
CAUSE/EFFECT
URBANIZATION

CHANGE
TIME
TECHNOLOGY

3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

DISCOVERY
CHANGE
WORK
DIVERSITY

GOODS & SERVICES
NATURAL RESOURCES
HUMAN RESOURCES
CAPITAL RESOURCES

INDUSTRY
POLLUTION

4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.

INDUSTRY
CHANGE

POLLUTION
UNIONS

D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

continued

8

decisions; describes how these decisions have affected individual behavior.

POWER
RIGHTS
REPRESENTATIVE

GOVERNMENT
CONFLICT

RESPONSIBILITY
COMPROMISE
RULES/LAW

2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.

NATURAL RESOURCES
INDUSTRIALIZATION
CAPITAL
UNIONS
WORK

CORPORATION
COST
DISCOVER
EXPANSION
MARKET TECHNOLOGY

3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, and national situations and suggests some reasons for these decisions.

WORK
POLLUTION
WELFARE

URBANIZATION
EDUCATION

4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.

EDUCATION
SOCIALIZATION

5. Demonstrates knowledge of the reasons for rules and laws within a society.

RULES
LAWS

JUSTICE
FREEDOM

EQUALITY

6. Describes some of the reasons why people form governments.

JUSTICE
EQUALITY

FREEDOM
RIGHTS

CONFLICTS

7. Identifies the structure and function of government within their school and community.

EXECUTIVE
LEGISLATIVE

JUDICIAL
COMPROMISE

8. Explains the formal and informal relationships among the branches of the federal government.

EXECUTIVE; LEGISLATIVE; JUDICIAL; FEDERALISM;
COMPROMISE; OBLIGATIONS; RIGHTS; DEMOCRACY;
CONSTITUTION; FEDERATION

9. Identifies the relationships among local, state and national governments in terms of decision-making.

FEDERALISM; COMPROMISE; MAJORITY/MINORITY;
LIBERTY; EQUALITY; DEMOCRACY; CONSTITUTION;
INTERDEPENDENCE

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

8

continued

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.

REVOLUTION
COMPROMISE

REPRESENTATION
CHANGE

11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.

ETHNICITY
MINORITY GROUPS

12. Identifies and explains factors affecting political decision-making by elected officials.

COMPROMISE
JUSTICE

RIGHTS
REBELLION

13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.

COMPROMISE
INSTITUTIONS
DIVERSITY
EXPANSION
MIGRATION
NATURAL RESOURCES

14. Identifies and explains some of the political and economic interactions among nations.

TRADE
COMPROMISE

MIGRATION
IMMIGRATION

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

WAR
TRADE
TRADITIONS

RULES
LAWS
RIGHTS

POLITICS
POLITICAL PREFERENCE
TAXATION

1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.

2. Describes ways people react to conflict in family, peer, school, community and national situations.

COMPROMISE
COOPERATION
FEDERALISM

DEMOCRACY
ETHNIC ISOLATION
DIFFUSION

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

continued

8

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.	<i>COMPROMISE COOPERATION ETHNIC DIFFUSION</i>	<i>ISOLATION FEDERALISM DEMOCRACY</i>
4. Explains how conflict may affect relationships between individuals and between groups of people.	<i>WAR REVOLUTION CIVIL DISOBEDIENCE</i>	<i>ISOLATION DIFFUSION</i>
5. Suggests constructive ways of handling conflict situations.	<i>COMPROMISE COOPERATION</i>	<i>DIFFUSION INTERDEPENDENCE</i>
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behavior.	<i>FREEDOM EQUALITY JUSTICE RESPONSIBILITY</i>	<i>RIGHTS BELIEFS VALUES</i>
1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.	<i>IMMIGRATION MIGRATION</i>	<i>VIOLENCE CIVIL DISOBEDIENCE</i>
2. Describes ways people express their feelings and preferences for objects and ideas.	<i>IDEOLOGIES</i>	<i>TRADITIONS</i>
3. Infers beliefs, values, and lifestyles from information about the times and places in which people live.		
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.	<i>ETHNOCENTRISM TRADITIONS IDEOLOGIES</i>	<i>COMMUNICATION TRANSPORTATION</i>
1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.		

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

continued

8

2. Describes ways beliefs and values are transmitted between cultures.

IMMIGRATION; MIGRATION; TRADITION; EXPANSION; TECHNOLOGY; COMMUNICATION; TRANSPORTATION

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.

JUSTICE
EQUALITY
FREEDOM
LIBERTY

2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.

CONFLICT
ISOLATION

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

COMPROMISE
COOPERATION

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

9

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.

ETHNIC GROUPS
URBANIZATION
MIGRATION

SOCIALIZATION
POLITICAL GROUPS
URBAN SUB-CULTURE

2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).

ALLEGIANCE
CITIZENSHIP
CULTURAL TRADITIONS

MINORITY GROUP
PHILOSOPHY OF WELFARE

3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.

FAMILY ROLES
JUVENILE STATUS
EVOLUTION OF WELFARE

SPHERE OF INFLUENCE
GENERATION GAP
EXTENDED FAMILY

4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.

WELFARE
INCOME DISTRIBUTION
REPRESENTATION
POLITICAL JURISDICTION

METROPOLITAN GOVERNMENT
PROCESS OF LAW
CONSUMER PROTECTION

5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 9

continued

9

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).

2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.

3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.

4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.

5. Describes some factors that might promote or inhibit change.

6. Describes some effects of population density and growth on the way people live.

GHETTO

PATTERNS OF URBAN SETTLEMENT

PATTERNS OF RURAL SETTLEMENT

CONGESTION

MEGALOPOLIS

SOCIETY/CRIME; DISCRIMINATION; ALLEGIANCE; PURITANISM; AFFLUENCE/POVERTY; PUBLIC APATHY; COMPROMISE CONSENSUS; POLITICAL POWER; ORGANIZING FOR COURT PROCEDURES; CONSUMER PROTECTION; CRIMES AND PUNISHMENTS; ADVERTISING TECHNIQUES; DECEPTIONS

ETHNIC GROUPS

URBANIZATION

ETHNICITY

SOCIO/ECONOMIC CONFLICTS

CONGESTION

PHYSICAL CROWDING

URBAN SPRAWL

REGULATION

PLANNING

POLLUTION

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

continued

9

7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.

DISCRIMINATION

8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.

ETHNIC DIFFUSION

C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.

1. Identifies the major features of the physical environment.

2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.

ADAPTATION

HABITAT UTILITY

ECOLOGY

MAGNETISM

POLLUTION/CONTROL

CONFLICTS IN RESOURCE USE

3. Explains some effects of technology (e.g., inventions and methods of production) on the relationships between human beings and the physical environment.

MULTIPLE USE OF RESOURCES RIVER FLOW

ECONOMIC CONSUMPTION

POLLUTANTS

WASTE MANAGEMENT

GROWTH

WATER BALANCE

4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.

TECHNICAL, POLITICAL, SOCIAL, ECONOMIC SOLUTIONS
CONSERVATION

SOCIAL COSTS

MAN'S USE OF FLOOD PLAINS

D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home in school, and in peer groups which affect the individual; identifies who makes these

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

continued

9

decisions; describes how these decisions have affected individual behavior.

2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.

3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, and national situations and suggests some reasons for these decisions.

4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.

5. Demonstrates knowledge of the reasons for rules and laws within a society.

6. Describes some of the reasons why people form governments.

7. Identifies the structure and function of government within their school and community.

8. Explains the formal and informal relationships among the branches of the federal government.

9. Identifies the relationships among local, state and national governments in terms of decision-making.

SELF-CONCEPT
GOALS AND IDEALS
BUDGETING

GNP PUBLIC AND PRIVATE INTEREST
DEPRESSION BUSINESS CYCLE
RECESSION TRANSPORTATION/COMMUNICATION

LEGISLATIVE FUNCTION FAIR BARGAINS,
LEGISLATIVE PROCESS RESESSIONS
CREDIT/CHARGE ACCOUNT BREACH OF CONTRACT
INSTALLMENT/REVOLVING CREDIT BUYER-SELLER

DISCRIMINATION
AFFLUENT MIDDLE CLASS
POOR POWER
POVERTY CYCLE
ESTABLISHMENT
WELFARE

PROMISES/VERBAL/WRITTEN/IMPLIED; FRAUDULENT
PRACTICES; BUYER/SELLER; WELFARE; FAIR BARGAINS;
INTEREST/SIMPLE/UNPAID BALANCE/ADD-ON/DISCOUNT

EQUAL OPPORTUNITY PUBLIC RIGHTS
PROCESS OF LAW

LEGAL SYSTEM CRIMINAL PROCEDURE
LEGAL PROCESS JUDICIAL REVIEW
GOVERNMENTAL DUPLICATION

POLITICAL JURISDICTION CONSENSUS
POLITICAL POWER COMPROMISE

METROPOLITAN GOVERNMENT
GOVERNMENTAL DUPLICATION
LEGISLATIVE FUNCTION/PROCESS

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

continued

9

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.

EQUALITY OF REPRESENTATION
SPHERE OF INFLUENCE

11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.

URBAN SUBCULTURE
PHYSICAL CROWDING
SECURITY INTEREST
PHYSICAL CROWDING

12. Identifies and explains factors affecting political decision-making by elected officials.

EVOLUTION OF WELFARE
AFFLUENCE
PATTERNS OF URBAN SETTLEMENT

13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.

14. Identifies and explains some of the political and economic interactions among nations.

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.

CONFLICT
GROUPS
SOCIAL DARWINISM
MINORITY GROUPS

2. Describes ways people react to conflict in family, peer, school, community and national situations.

CONFLICT
COMPROMISE

COOPERATION
APPEASEMENT (GIVE UP)

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

continued

9

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.

COMPROMISE
LEGAL SYSTEM/PROCESS
ADAPTATION

FAMILY ROLES
WELFARE
COOPERATION

4. Explains how conflict may affect relationships between individuals and between groups of people.

FAMILY ROLES
PEER GROUP
STATUS

DISCRIMINATION
OBLIGATION

5. Suggests constructive ways of handling conflict situations.

COMPROMISE; PEER GROUP; PHILOSOPHY OF WELFARE;
INTEREST GROUPS; POWER COURTS; COOPERATION

F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behavior.

TRADITIONS
GOALS
IDEALS

STATUS
CHANGE
TIME

1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.

COMPROMISE
IDOLIZATION
ADAPTATION

CONSENSUS
ALLEGIANCE
AFFLUENCE

2. Describes ways people express their feelings and preferences for objects and ideas.

BELIEFS
LIFE STYLE

3. Infers beliefs, values, and life-styles from information about the times and places in which people live.

BELIEFS/POLITICAL/SOCIAL/ECONOMIC
COMMUNICATION
TRANSPORTATION
ADAPTATION

G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

continued

9

2. Describes ways beliefs and values are transmitted between cultures.

DIFFUSION
INTERDEPENDENCE

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.

MIDDLE CLASS
MINORITY GROUPS
OBLIGATIONS
GOALS AND IDEALS
ALLEGIANCE

2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.

MINORITY GROUPS
GOALS AND IDEALS
DISCRIMINATION
COOPERATION

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

EQUAL OPPORTUNITY
GOALS AND IDEALS
DISCRIMINATION
COOPERATION
LEGAL SYSTEM

SKILL & PROCESS OBJECTIVES

LEVEL 7-9

7

8

9

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, surveys, statistical data, experiments, systematic observation, case studies, personal experience, fiction, radio, television, artistic representations).

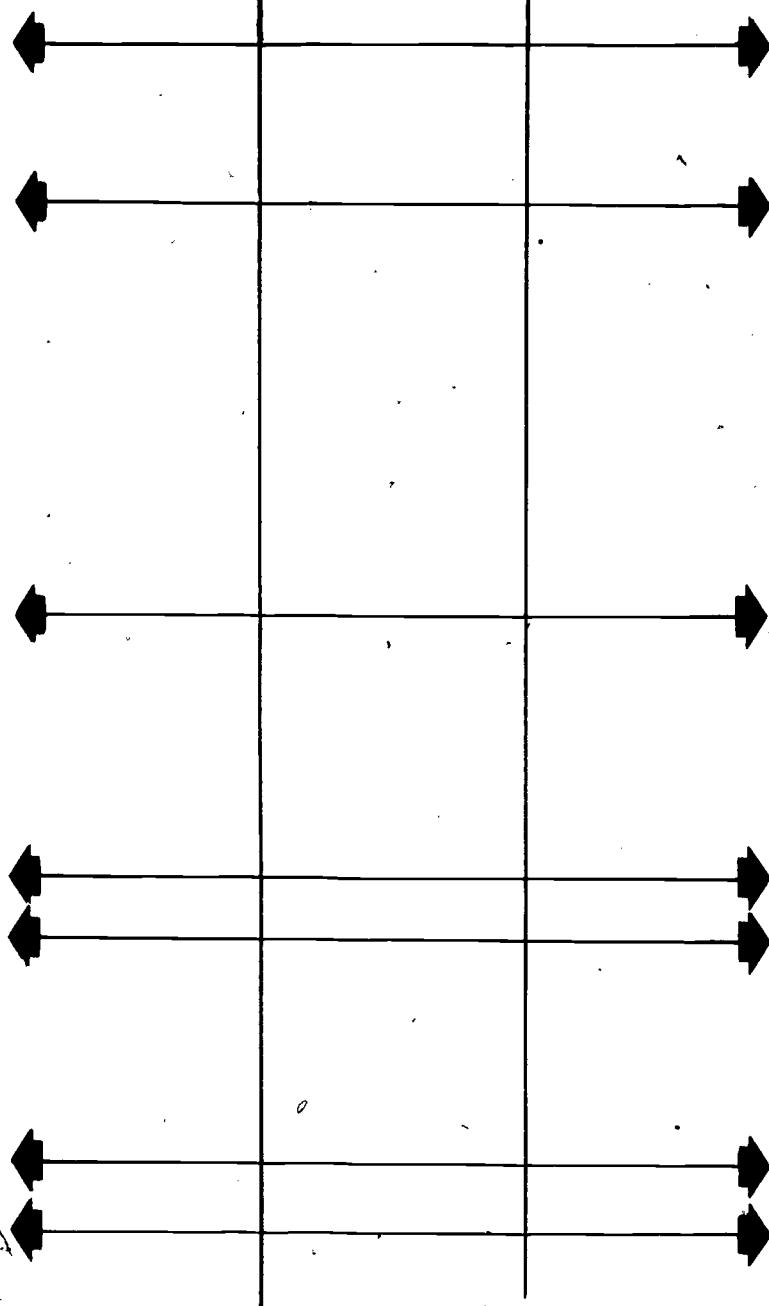
2. Distinguishes between relevant and irrelevant sources.

3. Distinguishes between reliable and unreliable sources.

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.

2. Develops questions appropriate for obtaining information sources.



SKILL & PROCESS OBJECTIVES

LEVEL 7-9

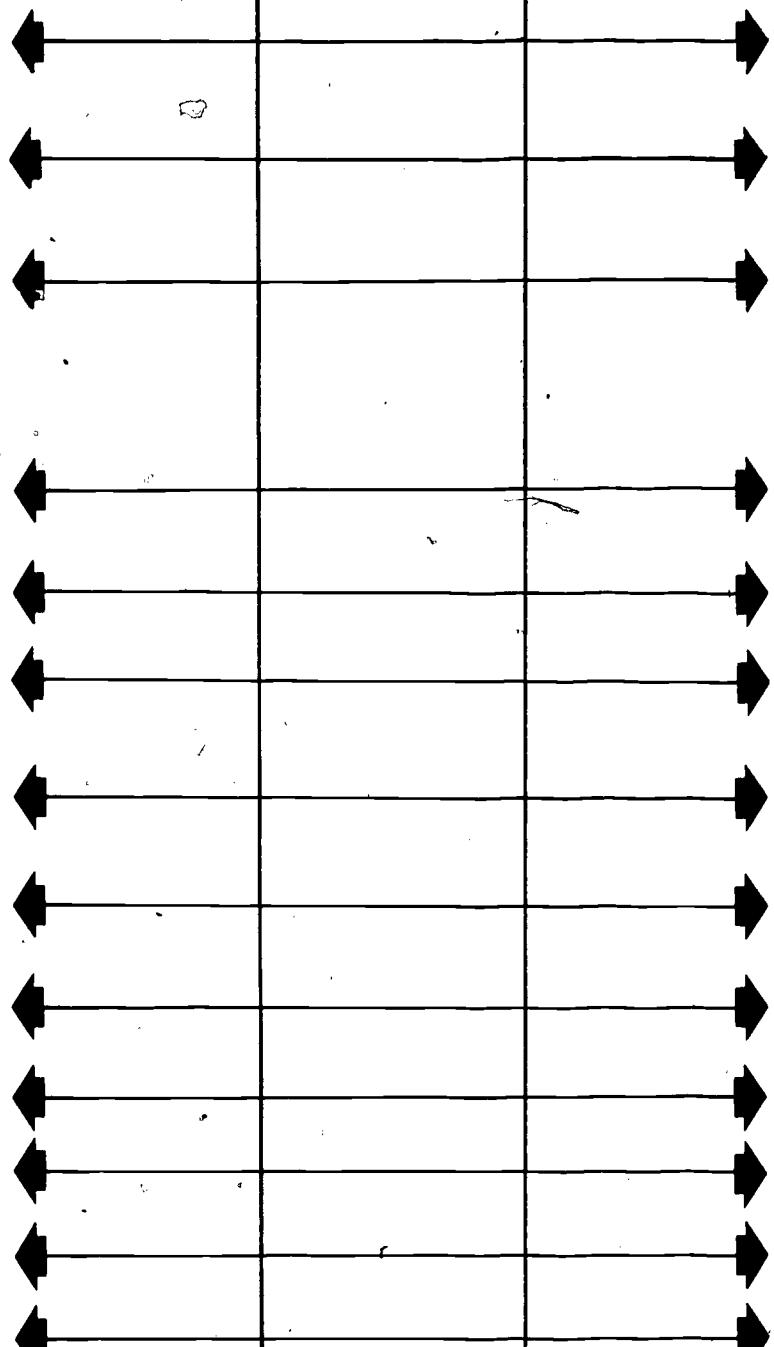
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9

3. Record observations and information obtained from sources.			
4. Identifies points of agreement and disagreement among the sources.			
5. Evaluates the quality of the available information.			
E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.			
1. Identifies central elements in information.			
2. Classifies information.			
3. Distinguishes statements of fact from statements of opinion.			
4. Distinguishes statements of inference from statements of fact.			
5. Identifies stated opinions, biases, and value judgments.			
6. Differentiates between points of view.			
7. Recognizes logical errors.			
8. Recognizes inadequacies or omissions in information.			
9. Makes inferences from data.			
10. Identifies cause and effect relationships.			



SKILL & PROCESS OBJECTIVES

LEVEL 7-9

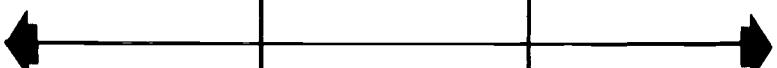
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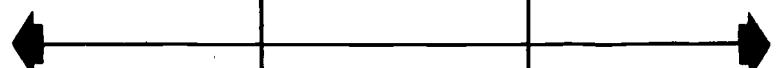
11. Recognizes interrelationships among concepts.



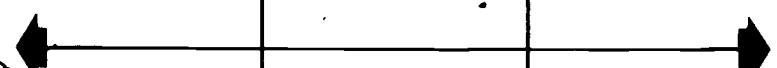
12. Summarizes information.



F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.



G. Validates outcome of investigation



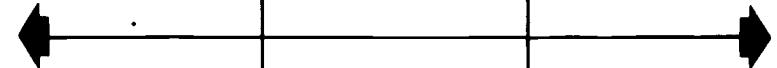
1. Tests solutions to problem or issue when possible.



2. Modifies solutions in light of new factors or considerations.



3. Analyzes trends and modifies predictions when necessary.



H. Appraises judgments and values that are involved in the choice of a course of action.



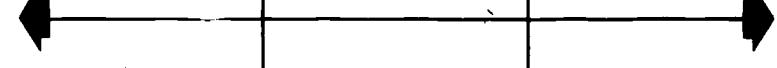
1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.



2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.



3. Applies the established criteria to actual and projected consequences of a proposed course of action.



4. Selects and defends a position or course of action consistent with the established criteria.



AFFECTIVE OBJECTIVES

LEVEL 7-9

7

8

9

III. Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive selfconcept.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies the characteristics of the individuals, groups, institutions or associations with which one identifies.

2. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. Expresses awareness of one's goals (aspiration), the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.

2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.

AFFECTIVE OBJECTIVES

LEVEL 7-9

continued

7

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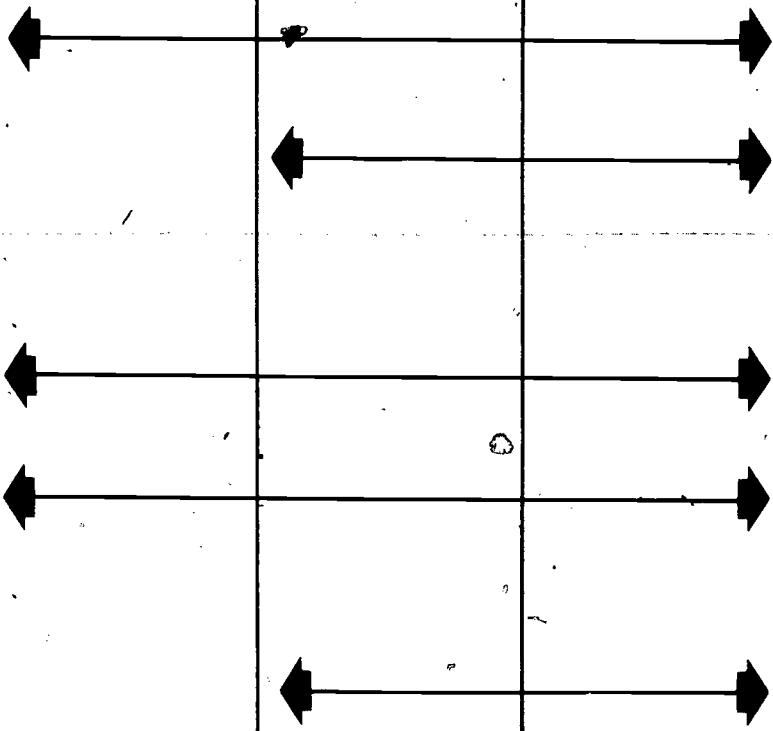
9

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.

1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies.
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.
4. Recognizes the societal barriers to full development that may exist.
5. Suggests ways of maximizing one's effectiveness.

D. Examines own beliefs and values and the relationship between these and behavior.

1. Describes and explains own feelings and preferences about people, beliefs and ways of life
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.
3. Identifies and gives reasons for one's own criteria for judgement of beliefs and actions of other people.



AFFECTIVE OBJECTIVES

LEVEL 7-9

continued

7

8

9

4. Demonstrates a growing awareness of responsibility for his own behavior.			
5. Demonstrates awareness of one's own acts and of how they affect others.			
6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.			
7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.			
8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.			
E. Develops the human relations skills and attitudes to communicate and interact with others.			
1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.			
2. Respects the rights of others to behave in humanistic ways congruent with their value systems.			

AFFECTIVE OBJECTIVES

LEVEL 7-9

continued

7

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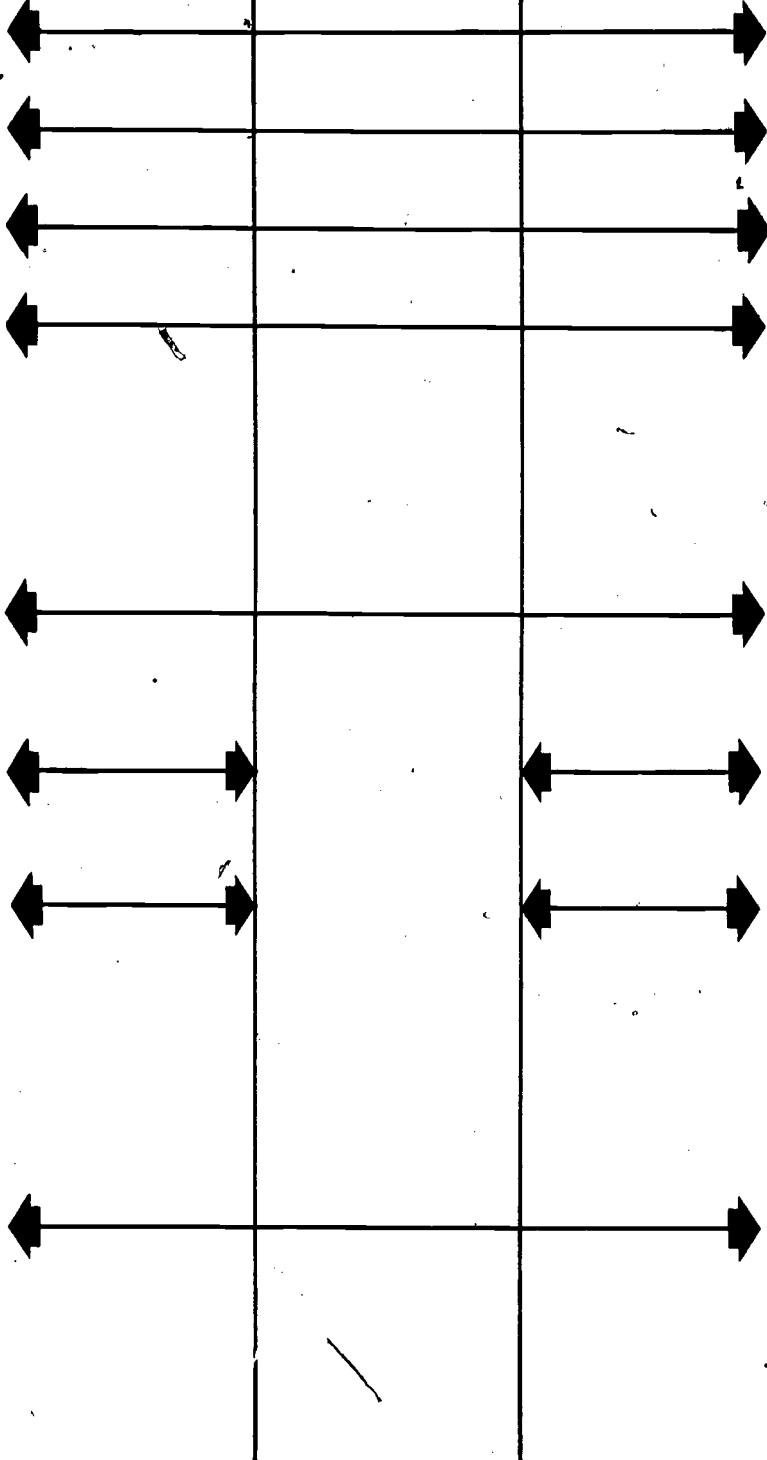
- 3. Encourage others to express their feelings and opinions.
- 4. Demonstrates understanding of others' viewpoints and feelings.
- 5. Asks for clarifications and elaboration of ideas of others.
- 6. Provides emotional and intellectual support for others.

F. Expresses awareness of the physical, intellectual and social conditions of human beings and suggests ways these can be improved.

- 1. Expresses an interest in the physical, intellectual and social conditions of human beings.
- 2. Suggests ways society can help improve the condition of human beings.
- 3. Suggests ways one can personally and practically help in improving the conditions of human beings.

G. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.

- 1. Demonstrates respect for the rights of other people and indicates why such respect is important.



AFFECTIVE OBJECTIVES

LEVEL 7-9

continued

7

8

9

2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.

3. Demonstrates an interest or willingness to act in supporting open and equal opportunity and explains why this is important.

4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.

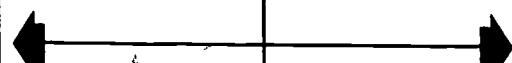
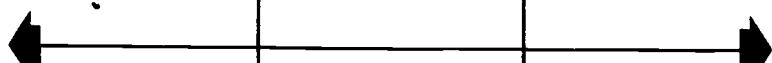
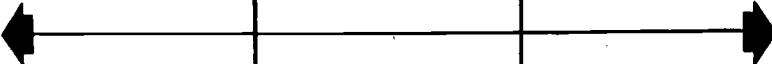
H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school and in peer groups.

2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs.

3. Participates in social and economic activities carried on in own community.

I. Is developing a positive feeling about one's self.



KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

INSTRUCTIONAL OBJECTIVES

Anthropology

Economics

Geography

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, international) and indicates some reasons why and how these groups form.
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).
3. Describes some of the functions of groups such as family, peer, community, national and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions.

ETHNIC GROUPS
CULTURE GROUPS
FAMILY
NUCLEAR/EXTENDED
FAMILY
KINSHIP
SOCIAL CENTER

GENETIC TRAITS
ETHNOCENTRIC
COMMUNITY
ACCULTURATION
CUSTOMS/TRAITS

LABOR UNIONS
CONSUMERS
CORPORATE
STRUCTURE

CONSUMERS
UNIONS
CORPORATIONS
COOPERATIVES

SOCIAL/ECONOMIC
STRUCTURE

History

Political Science

Psychology

Sociology

COMMUNITY FAMILY	POLITICAL PARTIES UNIONS LOBBIES MAJORITY MINORITY	INTERDEPENDENCE TRADITION	FORMAL/INFORMAL GROUPS SPECIAL BEING CONFORMITY	SOCIAL CLASSES SOCIETY CLUBS ORGANIZATIONS
	DECISION-MAKING RIGHTS CHANGE		SECURITY COOPERATION/CONFLICT BEHAVIOR MODIFICATION/SOCIAL CODES	RACIAL/ETHNIC GROUPS VALUES CULTURE CUSTOMS SACRED/SECULAR SOCIETIES SOCIAL CONTROL NORMS ROLES CUSTOMS SANCTIONS LEADERSHIP

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

continued

Anthropology

Economics

Geography

4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.

*SOCIAL INSTITUTION.
AUTHORITY
SPECIALIZATION
DIVISION OF
LABOR*

*FINANCIAL INSTITUTIONS:
PUBLIC/PRIVATE*

5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

*SOCIALIZATION
CONFLICT
COOPERATIVE
LEADERSHIP
BEHAVIOR NORMS
ROLES
DIFFUSION
LANGUAGE
RELIGION*

*NEEDS
WANTS
RESOURCES
SCARCITY*

*CHANGE
RATE
TIME*

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.

*SACRED/SECULAR
SOCIETIES*

*CITIES; VILLAGES
URBANIZATION
DENSITY
MODERNIZATION
AREAL ASSOCIATION*

B. Requires knowledge about the relationships between human beings and social environment; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).

ADVERTISING

History

Political Science

Psychology

Sociology

INCULTURATION	DECISION-MAKING RULES/LAWS POWER/AUTHORITY STATUS DEFENSE COOPERATION CONFLICT COOPERATION SACRED/SECULAR SOCIETIES SCHOOL RULES/LAWS POWER	LEARNING CONDITIONING ADAPTATION INDIVIDUAL UNIQUENESS DEFENSE MECHANISM BEHAVIOR VALUES ADAPTATION STIMULUS/RESPONSE HABIT SOCIAL SKILLS BEHAVIOR MODIFICATION PERCEPTION SELF-ACTUALIZATION VALUES MATURATION/LEARNING	SOCIAL INSTITUTIONS SOCIAL ORDER LEADERSHIP LAWS INFLUENCE POWER MORES FOLKWAYS SOCIAL MOVEMENT DIVERSITY URBANIZATION MIGRANT MOBILITY POPULATION DENSITY RURAL/URBAN CUSTOM LAWS POWER AUTHORITY CONTROL STATUS DISCRIMINATION
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KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

continued

Anthropology Economics Geography

2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.		INDIVIDUAL INVENTOR VIS-A-VIS CORPORATE STATE	TECHNOLOGY MODERNIZATION
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.	EVOLUTION REVOLUTION AGRICULTURE DOMESTICATION TIME	EXCHANGE ECONOMY MARKET MARKET ECONOMY FREE ENTERPRISE	TECHNOLOGY- URBANIZATION MODERNIZATION
4. Describes some ways ideas, customs, and inventions have been transmitted and spread from one people to another.	CULTURE CONTACT CONQUEST MIGRATION TRADE	DISTRIBUTION - IMPORT EXPORT - TRADE	MIGRATION TRANSPORTATION COMMUNICATION DIFFUSION
5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social life.			TECHNOLOGY MODERNIZATION
6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.	ISOLATION CULTURAL LAG	SOCIO-ECONOMIC STRUCTURE INSTITUTIONS - GOVERNMENT PRIVATE ECONOMIC ADVANTAGE	TECHNOLOGY DIFFUSION PHYSICAL BARRIERS PHYSICAL FEATURES
7. Describes and evaluates some of the effects of population density and growth on the way people live.			CLIMATE; DENSITY SPATIAL DISTRIBUTION
8. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and in other societies.		DISTRIBUTION OUTPUT NECESSITY LUXURY	ENVIRONMENT - CITY TECHNOLOGY
9. Gives examples of some effects on social institutions that may result from contact between cultures.	CHANGE DIVERSITY		DIFFUSION TRANSMISSION RATE COMMUNICATION

History	Political Science	Psychology	Sociology
"PROGRESS" TECHNOLOGY ENCULTURATION	LEADERS INVENTION		
INDUSTRIAL REVOLUTION CONQUEST COLONIZATION "PROGRESS"	REVOLUTION		MATERIAL/NON-MATERIAL CULTURE CULTURAL BORROWING
COMMUNICATION- REVOLUTION COLONIZATION MIGRATION/IMMIGRATION	COMMUNICATION IMPERIALISM TRADE COOPERATION		COMMUNICATION MOBILITY SOCIAL INTERACTION SOCIAL MOVEMENT
INDUSTRIAL REVOLUTION INVENTION		SCIENTIFIC METHODS	SCIENTIFIC METHODS
CUSTOMS/TRADITIONS INSTITUTIONS RULES/LAWS	AGENTS OF SOCIAL CHANGE	INTELLIGENCE BEHAVIOR MODIFICATION ADAPTATION	CONFORMITY SOCIAL DISORGANIZATION
URBANIZATION INTERDEPENDENCE			PRIMARY GROUP SECONDARY GROUP SPECIALIZATION
FREE ENTERPRISE WELFARE CONSERVATION			
CHANGE TOLERANCE INSTITUTIONS COOPERATION "PROGRESS" ENCULTURATION			CULTURAL DIFFUSION DIVERSITY CONFLICT

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

Anthropology

Economics

Geography

10. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture.

C. Acquires knowledge about the relationship between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.

1. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional patterns in the world.

2. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.

3. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

4. Explains and evaluates ways in which natural resources have been allocated, utilized, and conserved in the community, regions, the nation and in other societies.

ENVIRONMENT
INTERDEPENDENCE

ADAPTATION
CULTURE CONTACT
CULTURAL
DIFFUSION

MATERIAL CULTURE
AGRICULTURE
DOMESTICATION

RESOURCES--RAW
MATERIAL
CAPITAL
MARKETS

PRODUCTION
INDUSTRIALIZATION
SPECIALIZATION

INDUSTRIALIZATION
SPECIALIZATION
EXCHANGE--TRADE
INCOME DISTRIBUTION

PHYSICAL
FEATURES
REGIONS
CLIMATE
MAPS
PROJECTIONS
OCEAN CURRENTS

LAND USE PATTERN
URBANIZATION
SPATIAL INTERACTION
AREAL ASSOCIATION

TECHNOLOGY
URBANIZATION
COMMUNICATION
TRADE
LAND USE PATTERNS

LAND USE PATTERN
MODERNIZATION
AREAL ASSOCIATION
TECHNOLOGY

History

**Political
Science**

Psychology

Sociology

STOMS
ADITIONS
LTURE
GRATION/IMMIGRATION
FFUSION

OGRESS

LLUTION
NSERVATION

NSERVATION
EE ENTERPRISE
PITALISM

ENVIRONMENTAL FACTORS
VALUES

PRODUCTION - CONTROL

SOCIAL INTERACTION

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

continued

Anthropology

Economics

Geography

D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, in peer groups, or at work which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior.

*SANCTIONS
ROLES
NORMS*

2. Identifies decisions made about the production and distribution of goods in community, state, nations, and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.

*SPECIALIZATION
DIVISION OF
LABOR*

*PRODUCTION DIS-
TRIBUTION;
EXCHANGE; FREE
ENTERPRISE
SYSTEM; DIVISION
OF LABOR; MAR-
KET OUTPUT;
SUPPLY-DEMAND;
OWNERSHIP;
BUYING; SELLING.
DISTRIBUTION;
SUPPLY/DEMAND
CONTROLS;
TARIFFS; SUBSIDY/
TAX; LAISSE-FAIRE
MONOPOLY.*

3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects on these decisions.

*CONTROLS
SUBSIDY.
TAXES
PATENT
COPYRIGHT
LIVING STANDARD
MONOPOLY*

4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental action on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.

*SANCTIONS
AUTHORITY*

5. Demonstrates knowledge of the reasons for rules and laws within a society.

History

Political Science

Psychology

Sociology

RULES
LEADERSHIP

DECISION-MAKING
LEADERS

TRADE
INTERDEPENDENCE
COOPERATION

TRADE
COOPERATION

TESTS/MEASUREMENTS
PREDICTION - CONTROL

INSTITUTIONS
WELFARE

DECISION-MAKING

VALUES
INTERDEPENDENCE

LOBBIES
INFLUENCE
CONSUMER ORGANIZA-
TIONS

HUMAN
ECOLOGY

RULES
LAW
CUSTOMS
TRADITIONS

ANARCHY
RULES
LAWS

NORMS
SANCTIONS

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

continued

Anthropology

Economics

Geography

6. Describes some of the reasons why people form governments.
7. Identifies the structure and function of government within their school and community.
8. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making.
9. Explains the formal and informal relationships among the branches of the federal government and analyzes the importance of these relationships in decision-making.
10. Identifies the changing relationships in the division of power between local, state and national governments and analyzes some effects these relationships have on the decision-making process.
11. Identifies specific interests of some of the major economic, social, and political organizations in the United States and describes some influences these groups have on the decision-making process.
12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made.

CULTURE
CONTACT
LEADERSHIP

RULES
AUTHORITY
SANCTIONS

Economics

U.S. TREASURY
FEDERAL RESERVE
SYSTEM;
CONGRESS; FDIC;
COUNCIL OF
ECONOMIC
ADVISORS
DEPT. OF LABOR

Geography

GOV
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GOV
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LA

History	Political Science	Psychology	Sociology
VERNMENT RIGHTS	GOVERNMENT INTERDEPENDENCE DEFENSE SOVEREIGNTY REPRESENTATION		SOCIAL ORDER
VERNMENT CUSTOMS EDITIONS			
RIGHTS INSTITUTION	RIGHTS DUE PROCESS SUFFRAGE		
OCRACY	CHECKS/BALANCES COMMITTEE ETHICS POLITICAL PARTIES		
FEDERALISM	FEDERALISM POWER		
TEREST GROUPS	LOBBIES INFLUENCE/POWER CLASS STRUCTURE		
TEREST GROUPS	DECISION-MAKING POWER/INFLUENCE COOPERATION REPRESENTATION SUFFRAGE		

KNOWLEDGE OBJECTIVES

LEVEL 10-12

CONCEPTS

continued

Anthropology

Economics

Geography

<p>13. Identifies situations (e.g., home, school, peer groups, community, national, international) where individual or group participation in decision-making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.</p> <p>14. Identifies and explains factors affecting political decision-making by elected officials.</p> <p>15. Identifies some factors (e.g., lack or distortion of data, no clear cause and effect relationship, impact of time, conflict of values) that make political and economic decision-making processes difficult and uncertain.</p> <p>16. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems.</p> <p>17. Identifies major facts which have contributed to the economic and political development of a particular country; explains how some of these factors have influenced the decision-making process.</p>	<p>Anthropology</p>	<p>Economics</p>	<p>Geography</p>
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*INFLATION
DEPRESSION
DEFIATION
GROWTH
RECESSION*

*FREE ENTERPRISE
SYSTEM
SOCIALISM
CAPITALISM
FACISM*

*RESOURCES;
SKILLS; CAPITAL;
LABOR; SCARCITY;
NEEDS/WANTS;
SOCIALISM;
CAPITALISM.*

History

Political Science

Psychology

Sociology

INSTITUTIONS
CUSTOMS
TRADITIONS

CORRUPTION
COMMUNICATION
POWER
REPRESENTATION

MULTIPLE CAUSATION
ALTERNATIVE RESPONSE

TIME
DECISION-MAKING
DATA

COMPROMISE
OBLIGATION
LOBBIES; ETHICS
CONSTITUENTS
SOCIO-ECONOMIC
STRUCTURE

DATA
TIME

COMMUNICATION
CONFLICT
INFORMATION
TIME
SOCIO-ECONOMIC
STRUCTURE

IDEOLOGY
GOVERNMENT

TOTALITARIANISM
DEMOCRACY; POLITICAL
SYSTEMS; RIGHTS;
FREEDOM; ECONOMIC
SYSTEMS;
IDEOLOGY;
RESPONSIBILITIES

NATURAL RESOURCES
DIFFUSION
COMPROMISE

CHANGE
INTERDEPENDENCE
INDUSTRIAL
POST-INDUSTRIAL STATE

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

continued

Anthropology

Economics

Geography

18. Identifies and explains some of the political and economic interactions among nations.

IMPORT-EXPORT;
CUSTOMS; TRADE;
TRANSPORTATION;
BALANCE OF TRADE

19. Identifies some systems that various nations have developed to involve the general population in decision-making and describes how these systems have evolved over time.

SOCIALISM
CAPITALISM
COMMUNISM

20. Explains how an analysis of the political and economic decision-making processes employed in the past can help in making decisions about the future.

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.

1. Identifies potential sources of conflict in groups (e.g., family, peer, school, community, national and international).

2. Identifies specific situations in the community, national and international areas where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.

History

Political Science

Psychology

Sociology

WAR/CONFLICT;
ALLIANCES; TRADE;
COLONIZATION;
IMPERIALISM; COMPRO-
MISE; COOPERATION

POLITICAL PARTIES
TRADITION
INFLUENCE

HISTORY
CHANGE
ROLE
POLITICAL PARTIES

CONFLICT

CONFLICT/WAR
SELF-INTEREST
POWER
ETHNOCENTRISM
CUSTOMS
TRADITIONS

CONFLICT/WAR
DEFENSE; COOPERATION
ALLIANCES
DIPLOMACY
BOUNDARIES

DEMOCRACY
POLITICAL SYSTEMS
CHANGE
PROPAGANDA
REPRESENTATION

CHANGE
THEORY
PROPAGANDA

CONFLICT
LOBBIES
IDEOLOGIES
POWER
SOCIO-ECONOMIC STRUC-
TURE

POWER
IDEOLOGIES
WAR; COOPERATION
ALLIANCES; RIGHTS
COMPETITION
IMPERIALISM
NATIONALISM
REVOLUTION

SELF-ESTEEM
DEVIANT BEHAVIOR
PERSONALITY
SOCIAL CODES
INSTINCT

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

continued

Anthropology Economics Geography

3. Identifies ways people react to conflict in family, peer, school, community, national and international situations and evaluates those reactions.

4. Identifies ways conflict has been handled in family, peer, school, community, national, and international situations and evaluates the methods used in handling such conflict.

5. Explains how conflict may affect relationships between individuals and between groups of people.

6. Suggests constructive ways of handling conflict situations.

F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.

1. Identifies objects, feelings and ideas important to people in different places and at different times and explains why some things are valued more in some places and times than in others.

2. Describes ways people express their feelings and preferences for objects and ideas.

History	Political Science	Psychology	Sociology
TIONALISM WER PEASEMENT MISSION LIANCES OPERATION	WAR COOPERATION ALLIANCES APATHY NATIONALISM ETHNOCENTRISM		
MISSION PEASEMENT R OPERATION VOLUTION MPROMISE	POWER DIPLOMACY DUE PROCESS		
LIANCES	CHANGE LEADERSHIP		
OPERATION MPROMISE	DECISION-MAKING CONFLICT MANAGEMENT	MATURATION LEARNING	
EGIONALISM CTIONALISM OVINCIALISM BANIZATION	IDEOLOGIES SOCIETY RELIGION		
EGIONALISM CTIONALISM OVINCIALISM	RULES/LAW COMMUNICATION CONSUMER ACTION POLITICAL DEMONSTRA- TION GRIEVANCE	STIMULUS/RESPONSE SENSES EMOTION	

KNOWLEDGE OBJECTIVES

CONCEPTS

LEVEL 10-12

continued

Anthropology

Economics

Geography

3. Infers beliefs, values, and life-styles from information about the times and places in which people live.

G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in another society.

2. Describes ways beliefs and values are transmitted between cultures.

H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.

1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.

2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.

DIFFUSION
DISPERSION
AREAL ASSOCIA-
TION
RATE - TIME

INTERACTION
CHANGE

AG
IN
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PR
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IN
PO

**Political
Science**

Psychology

Sociology

*TRAITION
COOPERATION
COMMUNICATION
DECISION-MAKING*

*TRADE
PROPAGANDA
COMMUNICATION*

*INDIVIDUALITY
BEHAVIOR*

*IDEOLOGIES
RELIGION
SOCIAL-ECONOMIC
STRUCTURE*

STATE

KNOWLEDGE OBJECTIVES

— CONCEPTS —

LEVEL 10-12

continued

Anthropology

Economics

Geography

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

History

**Political
Science**

Psychology

Sociology

SECTIONALISM
REGIONALISM
PROVINCIALISM

IDEOLOGIES
TOTALITARIANISM
DEMOCRACY
RELIGION
SOCIO-ECONOMIC
STRUCTURE

SKILL & PROCESS OBJECTIVES

LEVEL 10-12

10

11

12

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

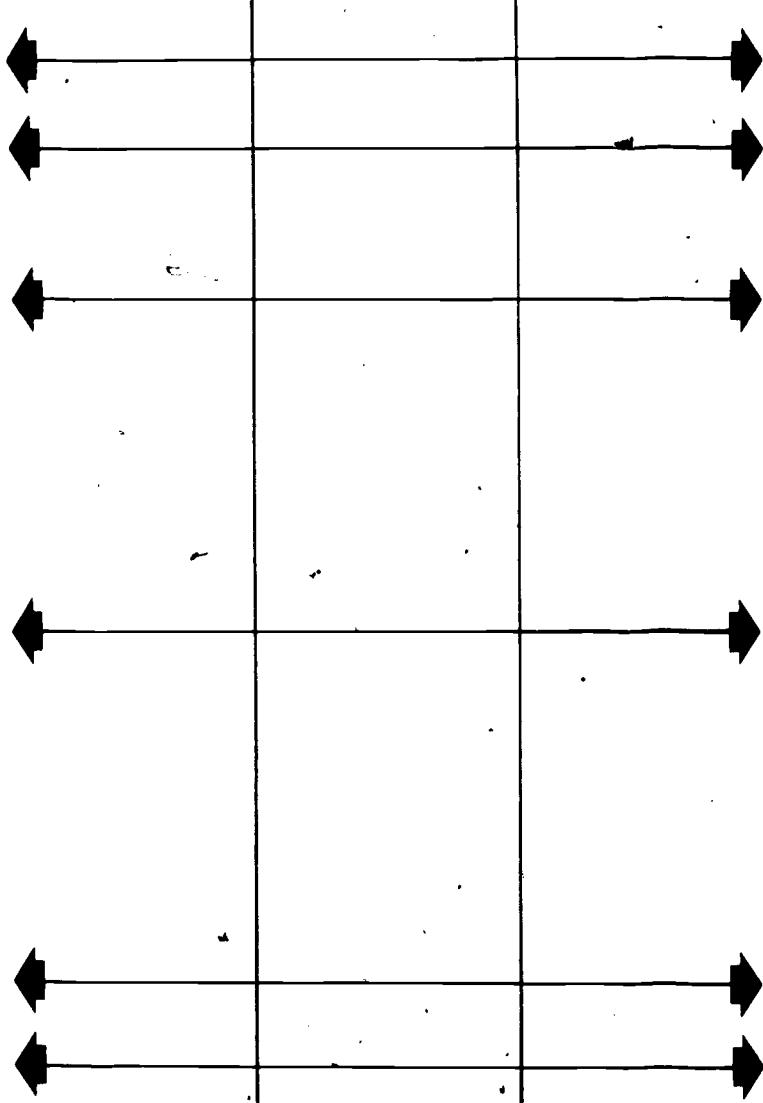
A. Identifies the central problem in a situation; identifies the major issue in a dispute.

1. Clarifies vague and ambiguous terminology.
2. Distinguishes among definitional, value, and factual issues in a dispute.

B. Applies divergent thinking for formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on a subject, reference works, maps, magazines, newspapers, fiction, radio, television interviews, surveys, experiments, statistical data, case studies, systematic observation, personal experiences, artistic representations, fiction).
2. Distinguishes between relevant and irrelevant sources.
3. Distinguishes between reliable and unreliable sources.



SKILL & PROCESS OBJECTIVES

LEVEL 10-12

continued

10

11

12

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.
2. Develops questions appropriate for obtaining information from sources.
3. Record observations and information obtained from sources.
4. Identifies points of agreement and disagreement among the sources.
5. Evaluates the quality of the available information.

E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

1. Identifies central elements in information.
2. Classifies information
3. Distinguishes statements of fact from statements of opinion.
4. Distinguishes statements of inference from statements of fact
5. Identifies stated opinions, biases and value judgments.
6. Differentiates between points of view.
7. Recognizes logical errors.
8. Recognizes inadequacies or omissions in information.
9. Makes inferences from data.
10. Identifies cause and effect relationships.
11. Recognizes interrelationships among concepts.
12. Identifies nature of sample.
13. Identifies stated and unstated assumptions.
14. Summarizes information.

SKILL & PROCESS OBJECTIVES

LEVEL 10-12

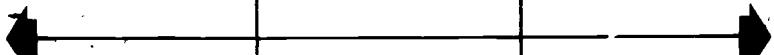
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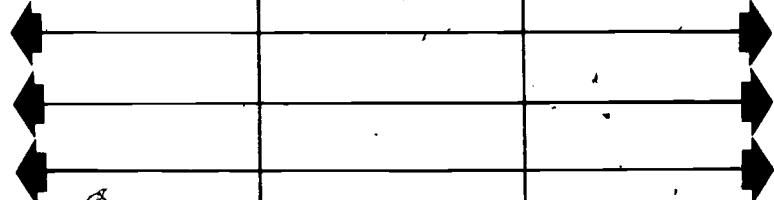
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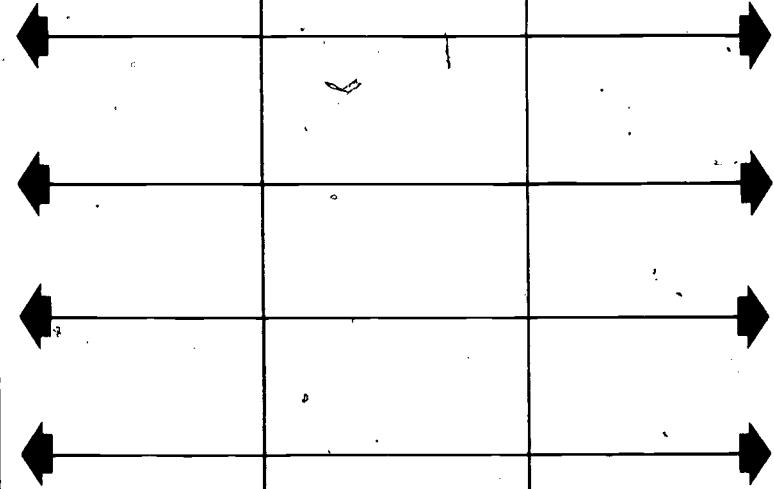
F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.



G. Validates outcome of investigation.



H. Appraises judgments and values that are involved in the choice of a course of action.



1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.
2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.
3. Applies the established criteria to actual and projected consequences of a proposed course of action.
4. Selects and defends a position or course of action consistent with the established criteria.

AFFECTIVE OBJECTIVES

LEVEL 10 - 12

10

11

12

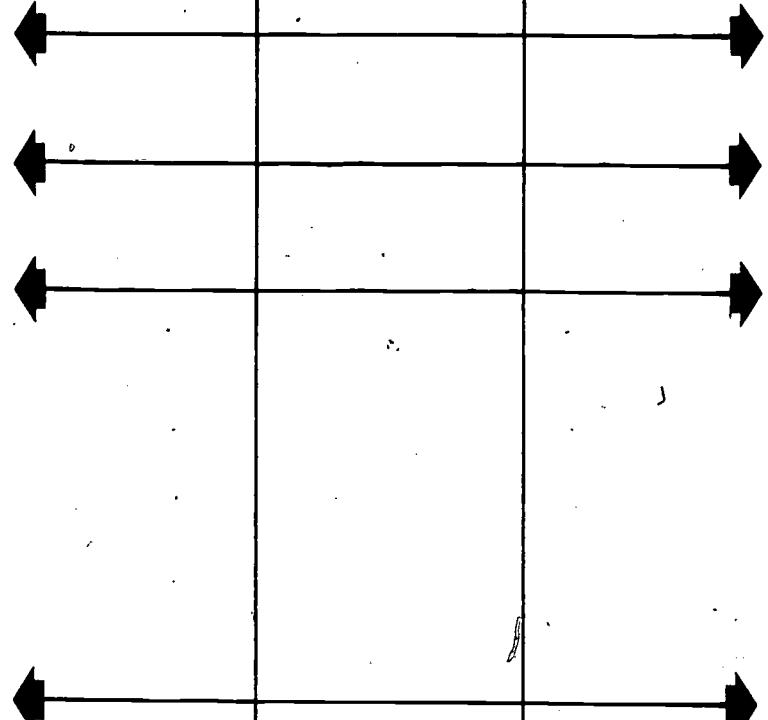
Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive self-concept.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies the characteristics of the individuals, groups, institutions, or associations with which one identifies.
2. Identifies the characteristics of the groups, institutions or associations with which one identifies.
3. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies

B. Expresses awareness of one's goals (aspiration), the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.
2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.



AFFECTIVE OBJECTIVES

LEVEL 10 - 12

continued

10

11

12

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.

1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.
4. Recognizes the societal barriers to full development that may exist.
5. Suggests ways of maximizing one's effectiveness.

D. Examines own beliefs and values and the relationship between these and behavior.

1. Describes and explains own feelings and preferences about people, beliefs and ways of life
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life
3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people and for judgment of own beliefs and actions.
4. Demonstrates a growing awareness of responsibility for his own behavior.
5. Demonstrates awareness of one's own acts and of how they affect others.

AFFECTIVE OBJECTIVES

LEVEL 10-12

continued

10

11

12

6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.

7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.

8. Identifies alternative responses to a dilemma situation, considers the possible consequences of those responses and selects and defends a position.

E. Develops the human relations skills and attitudes to communicate and interact with others.

1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.

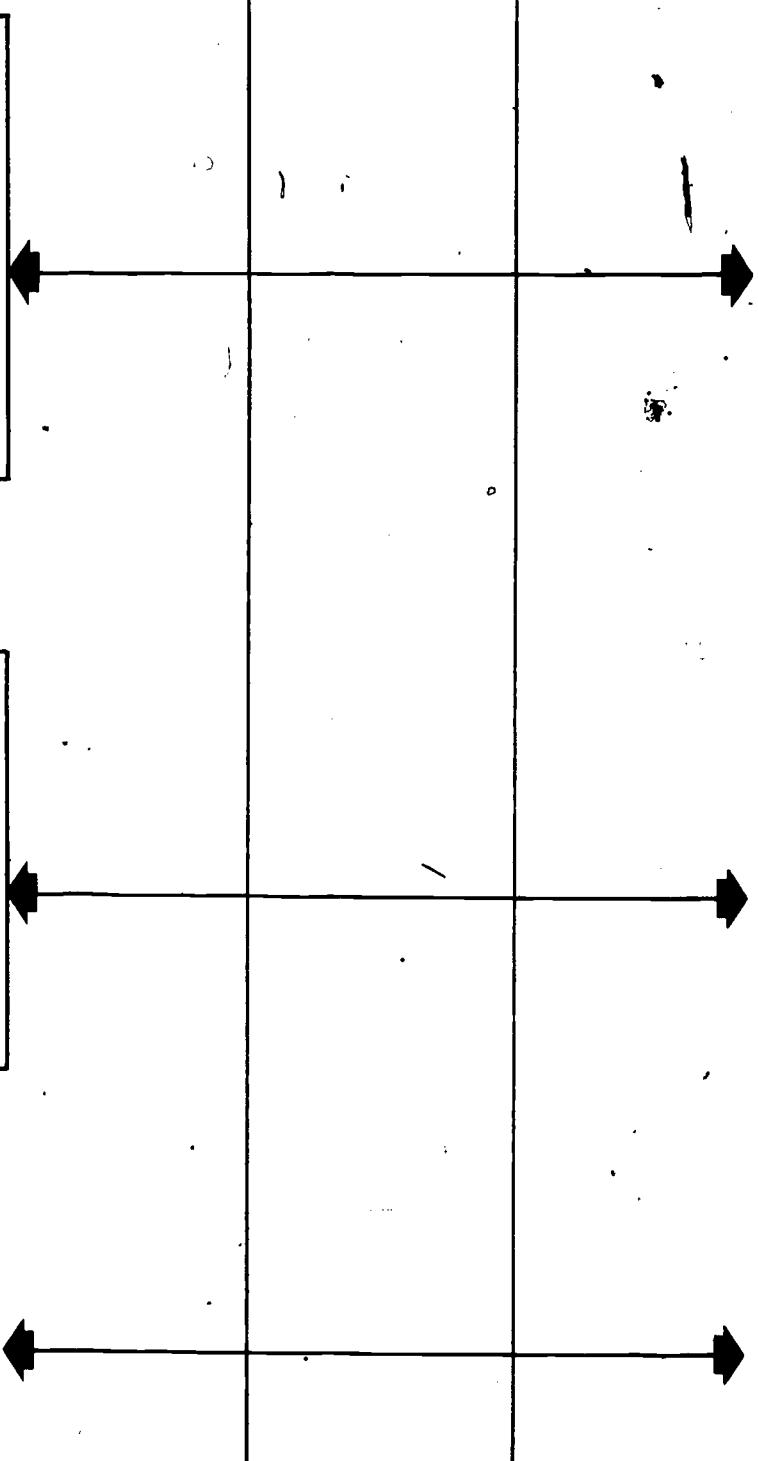
2. Respects the rights of others to behave in humanistic ways congruent with their value systems.

3. Encourages others to express their feelings and opinions.

4. Demonstrates understanding of others' viewpoints and feelings.

F. Expresses awareness of the physical, intellectual and social conditions of human beings and suggests ways these can be improved.

1. Expresses an interest in the physical, intellectual and social conditions of human beings.



AFFECTIVE OBJECTIVES

LEVEL 10 - 12

continued

10

11

12

2. Suggests ways society can help improve the condition of human beings. 3. Suggests ways one can personally and practically help in improving the conditions of human beings.				→
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G. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.

1. Demonstrates respect for the moral and legal rights and basic freedoms of other people and indicates why such respect is important. 2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly. 3. Demonstrates an interest or willingness to act in supporting open and equal opportunity and explains why this is important. 4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.				→
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H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school, in peer groups or at work. 2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs. 3. Participates in social, political and economic activities carried on in own community.				→
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AFFECTIVE OBJECTIVES

LEVEL 10-12

continued

10

11

12

4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.

I. Is developing a positive feeling about one's self.

